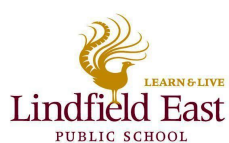


# Lindfield East Public School

## Annual Report



2017



2404

## Introduction

The Annual Report for 2017 is provided to the community of Lindfield East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Rachel Watkins

Relieving Principal

### School contact details

Lindfield East Public School

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9416 1955

### Message from the Principal

The 2017 Annual School Report provides an overview of the exemplary achievements celebrated by Lindfield East Public School this year. The school fosters strong community spirit through a wide range of activities that are centred on the improvement of student outcomes. It is only with the support of the professional teaching staff at Lindfield East Public School that challenging academic, sporting, arts and social programs are successfully provided. The depth of quality teaching that occurs within the school instils a 'love of learning' and inspires the many students who undertake their learning at Lindfield East Public School to achieve to their full potential.

Amongst the many achievements of Lindfield East Public School in 2017, Coding lessons were provided to all students K–6. Using the 'Tynker' program, students learnt the skills of programming and creating their own projects using Java Script or Python. Flexible learning spaces, providing opportunities for students to work collaboratively together, were created in a Stage 3 classroom and the school library. Refurbishment of the library will continue into 2018, creating an environment inline with the evolving needs of 21st century school students.

The school continued its strong commitment to the performing arts with participation in both *Wakakirri* and *The Schools Spectacular* in 2017. Seventy students in Years 3–6 performed 'Birds of a Feather' as part of *Wakakirri* 2017. The dance presented a story about the Lyrebird, our School emblem and community symbol reflected the student's thoughts, ideas and aspirations. The performance was awarded the best original story, the best finale and best teamwork.

The 'The Field of Dreams', a large grassed playing area for the children, will be completed in 2018. The playground was upgraded with new equipment and seating for students. Further work on the nature trail, created at the back of the school, is used across all the key learning areas of the curriculum.

Demonstrating our continued commitment to global awareness, another group of four teachers and nineteen students visited our Chinese Sister School, Chaoyang Demonstration School, in Beijing during the Spring break. LEPS hosted teachers and students from Chaoyang Demonstration School earlier in the year, consolidating and promoting valuable intercultural understanding.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

***Every child must succeed in an education worth having.***

At Lindfield East Public School, we believe that it is a fundamental right of each and every child to receive an excellent education – an education that caters for the academic, social, emotional and physical needs of each individual and prepares each one for success in learning and in life. We believe that an education worth having is one which equips our students for a successful future – a future where the key competencies of adaptability, effective communication, collegiality and intercultural understanding will be paramount. We aim to prepare students for this future by building the capacity of teachers and school leaders to be innovative and transformative, engaging our students, holding high expectations for them and inspiring them to succeed. Our vision is underpinned by *The Melbourne Declaration on Educational Goals for Young Australians (2008)*. The goals focus on promoting equity and excellence in education, and on students becoming successful learners, confident and creative individuals and active and informed citizens. The wellbeing of all our students lies at the core of Lindfield East Public School's vision, and drives all our decisions and actions.

### School context

Lindfield East Public School serves a diverse cultural student population with the support of a school community that places a high value on education. There are 760 students representing 48 language speaking backgrounds with Mandarin accounting for 25%. Demand for enrolment placement has increased as a result of the school's outstanding educational reputation. Strong and active P&C involvement has enabled the school to continue to make significant advances in its physical learning environment, its resource base and ability to offer wide ranging educational opportunities. The school maintains a safe learning environment with the core values of 'Care and Respect' underpinning our student welfare ethos. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning. Strategic priorities include targeting quality teacher professional development, providing a range of innovative learning opportunities and building unique educational partnerships.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At Lindfield East Public School, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. We believe every student has the right to a range of learning programs and experiences that promote equity and excellence. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

During 2017, staff professional learning continued to focus on the English, Mathematics and Geography Syllabuses. Academic partners Michael Murray and Bev Derewianka led professional learning for teachers focusing on functional grammar and English conceptual units of work. As a result, teachers further developed and refined concepts units from Early Stage 1 to Stage 3. Staff development days and professional learning sessions focused on deepening teachers' knowledge and understanding of the Literacy and Numeracy Continuums. Aspects covered within the Numeracy Continuum included Fractions and Counting Sequences. Teachers were trained in the use of whole class and diagnostic assessments to track students on the numeracy continuum. Spelling, Reading and Comprehension Aspects of the Literacy Continuum were reviewed. Teachers used PLAN software to track and monitor student progress.

Active partnerships have been established with academics and the school works collaboratively to ensure continuity of learning for all students. Over several years The Gifted and Talented Committee have worked to establish effective identification processes for gifted students and differentiate teaching and learning programs to cater for the needs of all students. A Year 5/6 high ability class has continued on in 2017 in order to cater for gifted students and as a result, students in Year 6 were successful in gaining entry into a selective secondary school.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. An extensive band and string program, choir, Wakakirri performance group, Chinese dance, Code Club, Robotics are all available for students. A Creative Workshops Program, managed by the P&C Association offer a wide range of extra curricular activities.

At Lindfield East Public School students consistently perform at high levels on external and internal performance measures. In NAPLAN, 78% of Year 3 students achieved in the top two bands for Numeracy and 87% in Reading. In Numeracy, 72% of students in Year 5 achieved in the top two bands and 73% in Reading. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidenced-based practice. Staff participate in Quality teaching rounds both internally and with the local community of schools to refine their teaching practice in order to improve student outcomes. Lindfield East Public School is committed to continuous improvement in teaching, leading and learning.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### Excellence in Teaching and Learning

#### Purpose

At Lindfield East Public school, we want every child to succeed and thrive in an outstanding educational environment where opportunities and experiences prepare them for a rewarding future. Evidence based research clearly indicates that the single most important factor affecting student outcomes is the quality of teaching in the school. We value teaching that is innovative, inspiring, differentiated and in line with current best practices in pedagogy and current educational reforms. We recognise the need for a focussed leadership development plan to support teachers to be exceptional educators, confident to lead in their classroom, school and professional communities, and capable of bringing about transformations that will enhance the educational experiences of each child.

#### Overall summary of progress

In 2017, Staff Development Days focused on the English conceptual units of work led by Michael Murray, an introduction to functional grammar presented by Bev Derewianka and Claire Madden presented to the community of schools group on developing an understanding of interpreting social trends and implications of generational change. Geography and Mathematics K–6 units of work were collaboratively planned and resourced. Additionally, teachers collaboratively refine and develop quality teaching and learning programs across KLAs during their weekly stage meetings. Teachers continued to deepen their knowledge and understanding of both Literacy and Numeracy continuums with Early Stage 1 and Stage 1 teachers using PLAN software to track student progress. 75% of teachers have completed the Harvard course *Making Thinking Visible* and are embedding these strategies into their teaching and learning programs. All teachers, including specialist and support staff, completed Professional Development plans with the inclusion of evidence aligned to their goals and the School Plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of staff have a targeted Professional Development Plan linked to the National Standards, performance review and accreditation processes.</li><li>• 100% of classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students in line with the Australian Curriculum.</li><li>• 100% of staff access information through Finance/SALM systems and services.</li><li>• All school leaders exhibit the skills of <i>Growth Coaching</i> Training to contribute to a work environment that promotes open communication, reflecting greater leadership capacity.</li></ul>	<ul style="list-style-type: none"><li>\$3 000 Teacher release</li><li>\$6 000 Enrolment fee</li><li>\$2 000 Teacher resources</li><li>\$1 200 Teacher release</li><li>\$4 000 Consultancy fees</li><li>\$1 200 Teacher release</li><li>\$1 500 Teacher release</li><li>\$9 000</li></ul>	<ul style="list-style-type: none"><li>• 100% of staff completed PDP's and achieved set professional learning goals.</li><li>• 14 teachers participated in Quality Teaching Rounds.</li><li>• 8 staff participated in Making Thinking Visible course through Harvard Graduate School of Education.</li><li>• 100% of Mathematics and English K–6 programs and assessments are collaboratively planned by Stage teaching teams.</li><li>• Mr Michael Murray provides professional learning for teachers in English Conceptual Programming.</li><li>• Bev Derewianka provides professional learning for teachers in Functional Grammar.</li><li>• Senior executive participated in local Growth Coaching networks and executive teachers participated in Growth Coaching Training.</li></ul>

#### Next Steps

- Bev Derewianka to continue to provide professional learning for all staff in effective strategies for teaching functional grammar.
- Using PLAN software and the Literacy and Numeracy Continuums to track and monitor student progress.
- Mathematics problem solving will be the focus of professional learning in Numeracy in 2018.

## Strategic Direction 2

### Quality Learning Experiences

#### Purpose

At Lindfield East Public School, we believe every student has the right to a range of learning programs and experiences that promote equity and excellence. We believe that optimum learning outcomes for our students derive from the consistent implementation of innovative, diverse, engaging, differentiated learning activities led by outstanding educators. Quality learning programs and the successful achievement of outcomes create confident and creative students, who possess the personal resources necessary for future success and wellbeing.

#### Overall summary of progress

Successful planning and implementation of a wide range of learning activities and opportunities has resulted in achievement of milestones. Students continued to attain outstanding results in internal and external assessments. Stage 3 continued the successful BYOD program using the Google Applications to collaborate, present, organise and investigate. Coding lessons were introduced K–6 and facilitated by an expert teacher using the Tynker program. The Quality Teaching Model remained a focus for professional development and has been embedded into teaching practice. In order to cater for the range of individualised learning needs, the schools learning assistance intervention programs were used for targeted students. Minilit, Multilit, Multilit extension and Spelling Mastery were successfully implemented. The Co-curricular learning experiences included Robotics lessons, Code Club, the development of QR codes and the K–6 Stem Fair during Education Week. Numerous leadership opportunities and events were implemented including Student Voice Day, participation in the Mungo Youth Project and the exchange trip to Chaoyang Demonstration School in Beijing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• 100% of school programs and practices cater for the range of individualised learning needs.</li> <li>• All teachers implement effective identification processes so that all students access the learning programs they require.</li> <li>• 100% of students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.</li> <li>• 100% of students reach NAPLAN expected growth in all areas.</li> </ul>	<p>\$85 000 Learning Assistance Teachers funded via LEPS P&amp;C</p> <p>\$1 200 Site licence for the ACER General Ability Test</p> <p>\$800 Teacher release to administer AGAT</p> <p>\$3 000 COGE course with UNSW</p> <p>\$900 Professional learning fees</p> <p>\$3 200 Mathematics/Literacy conference fees</p> <p>\$500 Membership fees for English and Mathematics Associations</p>	<ul style="list-style-type: none"> <li>• All teachers communicate through the Learning Support Team (LST) to ensure individual student needs are met.</li> <li>• <b>Eight Year 1</b> students participated and completed the MiniLit Reading Intervention Program.</li> <li>• <b>Seven Year 2</b> students participated and <b>4 students</b> completed the MultiLit Reading Intervention Program.</li> <li>• <b>Nine Kindergarten</b> students identified for additional support which developed their reading fluency and oral comprehension.</li> <li>• Students identified for the Stage 3 high ability class, engaged in quality learning experiences which resulted in their successful applications for continued Gifted and Talented Education in the Secondary sector.</li> <li>• Administered AGAT to all students in Years 2–4 and new students in Years 3 – 6.</li> <li>• Extended the Multilit program into Stage 2.</li> <li>• Continued professional development for all staff in the Literacy and Numeracy continuums.</li> <li>• Teachers K–2 are using the Literacy and Numeracy Continuums to track student progress to inform programs and assist with assessing and reporting.</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of school programs and practices cater for the range of individualised learning needs.</li><li>• All teachers implement effective identification processes so that all students access the learning programs they require.</li><li>• 100% of students demonstrate progress through school-based assessment against the Literacy and Numeracy Continuums and the Mathematics Continuum of Key Ideas K–10.</li><li>• 100% of students reach NAPLAN expected growth in all areas.</li></ul>		<ul style="list-style-type: none"><li>• NAPLAN results indicated 67% of students achieved greater than or equal to expected growth in Numeracy. In Literacy, 65.6% of students achieved greater than or equal to expected growth in Reading with Writing 73.4% and Spelling 63.4%.</li></ul>

## Next Steps

- Teachers to continue to plot students on the continuum using the PLAN software each term.
- Teachers to use a whole class numeracy assessment and/or an individualised diagnostic tool (SENA) to inform planning and programming in Mathematics.
- Further develop teachers understanding of differentiated assessment strategies to cater for the needs of all students.
- Teachers to incorporate functional grammar into English programs in response to evidenced based data.



## Strategic Direction 3

### Effective Partnerships

#### Purpose

At Lindfield East Public School we want to equip students with the skills and attributes that will prepare them to lead successful, rewarding lives as active and informed citizens. We believe that an integral component of successful education today lies in the development and promotion of effective partnerships, where students learn and experience the key competencies of adaptability, effective communication, collegiality, teamwork and intercultural understanding. We believe these competencies, provided through a range of authentic experiences, will inform students' future choices and attitudes in a positive way. Effective partnerships will develop student capacity to be globally engaged, instil an appreciation of different perspectives and embed the value of social inclusion.

#### Overall summary of progress

The impact of our achievement in this Strategic Direction is engaged and motivated students who possess greater intercultural understanding, and a range of quality and innovative learning experiences as a result of staff participation in learning communities. There is strong parental support for the programs and a very high level of staff and student interest and participation in all initiatives. Staff participated in the GATE network across local schools and in all Killara Schools Partnership events. Beginning teachers attended the Beginning Teachers' network for support and professional development. Parents were involved in the publication of the next Gifted Writer's publication. Under the aegis of the City Country Alliance students visited Menindee Central School throughout the year and the student leadership team took part in the annual Mungo Leadership Camp. The school participated in Greenacre Public School's International Day. Students and teachers visited Chaoyang Demonstration School in Beijing for the third year. In return, Lindfield East Public School hosted students and teachers from Chaoyang Demonstration School after the excursion.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.</li><li>• 100% of teachers actively participate in a Communities of Practice group.</li><li>• 100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</li><li>• 100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.</li></ul>	<ul style="list-style-type: none"><li>\$2 000 for teacher and student excursion funding for the MYP.</li><li>\$14 000 Teacher excursion funding for China</li><li>\$5 000 Teacher Release.</li><li>\$2 000 publishing costs for the Lyrebird Chronicles.</li><li>\$500 Eco Garden expenses</li><li>\$5 000 Bushlink</li><li>\$5 000 Menindee excursion</li><li>\$3 500 to host MCS.</li><li>\$2 000 support for Saraswati</li></ul>	<ul style="list-style-type: none"><li>• Under the aegis of The 'City Country Alliance', a delegation of students leaders from seven schools visited their respective sister schools as part of the Mungo Youth Project (MYP).</li><li>• China Program Excursion with Chaoyang Demonstration School in Beijing.</li><li>• Leading and participating in the Gifted and Talented local network.</li><li>• 15 teachers participate in Killara Schools Partnership Quality Teaching Rounds.</li><li>• 3 teacher participated in the Beginning Teachers' Network.</li><li>• Michael Murray facilitated a professional learning session for staff focusing on Conceptual Programming in English. Teachers in stage teams further developed units of work.</li><li>• Tynker Coding program used by students K-6.</li><li>• Parents participate in a range of specialist programs within the school to enrich teaching and learning programs, e.g. The Lyrebird Chronicles, Code Club, Robotics, Eco Garden, SRE and SEE.</li><li>• Hosting international study tours for China and Japan.</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Effective establishment of partnerships to build intercultural understanding. All staff, students and parents are aware of and have engaged in the partnerships.</li><li>• 100% of teachers actively participate in a Communities of Practice group.</li><li>• 100% of staff Professional Learning plans utilise the expertise and collaboration of our academic, parent and community partners.</li><li>• 100% of classroom programs embed the Cross-Curricular perspectives of Aboriginal Education and Asian Literacy.</li></ul>		<ul style="list-style-type: none"><li>• Menindee Central School, three visits per year.</li><li>• Hosting Menindee Central School (MCS) annually.</li><li>• International support of our Nepalese sister.</li><li>• Partnership established with the Bushlink Schools Inclusion program, supporting people with a disability.</li><li>• International support of our Nepalese sister school Saraswati.</li></ul>

## Next Steps

- Ongoing professional development for staff in the cross-curricular perspectives of Asian Literacy and Aboriginal Education.
- Further participation in intercultural exchanges with schools in Sydney, NSW and overseas (Japan trip planned for September 2018)
- Further participation in learning communities such as Killara Schools Partnership, GATE network and the Beginning Teacher Network.
- Establishment of a Preschool and Early Stage One Network Group across the local primary and preschools.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$20 000	Funding was used to purchase a portable cooking area to support the EAL/D program. Teaching resources were purchased to support EAL/D students. Teaching staff were employed throughout the year to support the EAL/D program within the school.
<b>Low level adjustment for disability</b>	\$25 000	All students requiring adjustments and accommodations are catered for within the school context. 91 students required adjustments to cater for a disability. 2 students required substantial adjustments and 89 students supplementary levels of adjustment to learning programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$20 000	Funding was used to release executive staff who worked as instructional leaders in the classroom.
<b>Socio-economic background</b>	\$3 200	Funding is used to subsidise students to attend school camps.
<b>Support for beginning teachers</b>	\$18 000	All beginning teachers receive additional support in the first two years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with an experienced colleague.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	391	393	416	396
Girls	373	376	348	339

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	95.9	96.4	96.9
1	95.5	95.9	96.8	97.5
2	97.2	97.1	96.5	96.9
3	97.1	96.1	96.6	97.7
4	96.7	96.6	96.9	97.3
5	96.5	96.6	96.8	96.5
6	96.5	95.9	95.4	96.5
All Years	96.6	96.3	96.5	97.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Daily attendance is recorded online using Sentral attendance. Attendance data is monitored and concerns are included in the Learning Support Team meeting agendas. The Home School Liaison Officer supports the school's management of non-attendance. A wide range of Quality Teaching and Learning programs that differentiate, engage and motivate students is evidenced by high attendance rates and low adverse-behaviour interventions.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	26.01
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	4.47
Other Positions	1

\*Full Time Equivalent

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	77
Postgraduate degree	2

### Professional learning and teacher accreditation

All teachers are provided with ongoing professional learning support to ensure that quality teaching practice is maintained and strategic directions are achieved. Lindfield East Public School had one early career teacher submit documentation to BOSTES seeking accreditation at proficient teacher level. 9 teachers were maintaining their accreditation at proficient teacher level and the remainder of 24 teachers commenced their career prior to 2004. Highlights of Professional Learning for Teachers in 2017 include:

- Mathematics K–6 Syllabus – Focus on the use of the Numeracy Continuum to plan, program and differentiate teaching and learning programs.
- English K–6 Syllabus – use of the Literacy Continuum to plan, program and differentiate teaching and learning programs.
- English K–6 Syllabus – Focus on English Conceptual

## Programming and Functional Grammar.

- Mathematics, English and Geography collaborative planning and programming in Stage and Year teams.

- NAPLAN writing criteria and NAPLAN online training.

- Google Apps for Education

- 8 staff completed the Harvard online course 'Making Thinking Visible.'

- 14 teachers participated in Quality Teaching Rounds as part of the Killara Schools Partnership.

- Teacher, executive and SAS representation at KLA and network meetings and annual conferences.

- Teachers and executive staff involved in the Killara School Partnership program. This program involves teachers from our school working with and sharing expertise with members of the Secondary School staff.

- Gifted and Talented Education Committee delivered high quality, researched based identification processes throughout 2016. Professional learning focus for all staff on the use of differentiated assessment practices and strategies.

- Beginning teacher network provided provided professional learning for beginning teachers.

- Senior executive staff participated in local Growth Coaching networks and executive teachers participated in Growth Coaching Training.

- 4 teachers Peer Coaching training; classroom teachers working collaboratively to enhance coaching and feedback capabilities for improved student outcomes.

- Staff attended workshops on the implementation of the Geography syllabus documents.

- Annual CPR, Anaphylaxis, Child Protection and Code of Conduct.

- LMBR training for Senior executive and administration staff.

- Focus on effective spelling strategies across K–6.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	510,351
<b>Revenue</b>	6,900,843
Appropriation	5,088,346
Sale of Goods and Services	63,113
Grants and Contributions	1,728,141
Gain and Loss	0
Other Revenue	13,615
Investment Income	7,628
<b>Expenses</b>	-6,269,224
Recurrent Expenses	-6,269,224
Employee Related	-5,065,715
Operating Expenses	-1,203,509
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	631,619
<b>Balance Carried Forward</b>	1,141,970

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,518,672
Base Per Capita	116,759
Base Location	0
Other Base	4,401,912
<b>Equity Total</b>	215,948
Equity Aboriginal	0
Equity Socio economic	3,589
Equity Language	128,728
Equity Disability	83,632
<b>Targeted Total</b>	33,386
<b>Other Total</b>	260,697
<b>Grand Total</b>	5,028,704

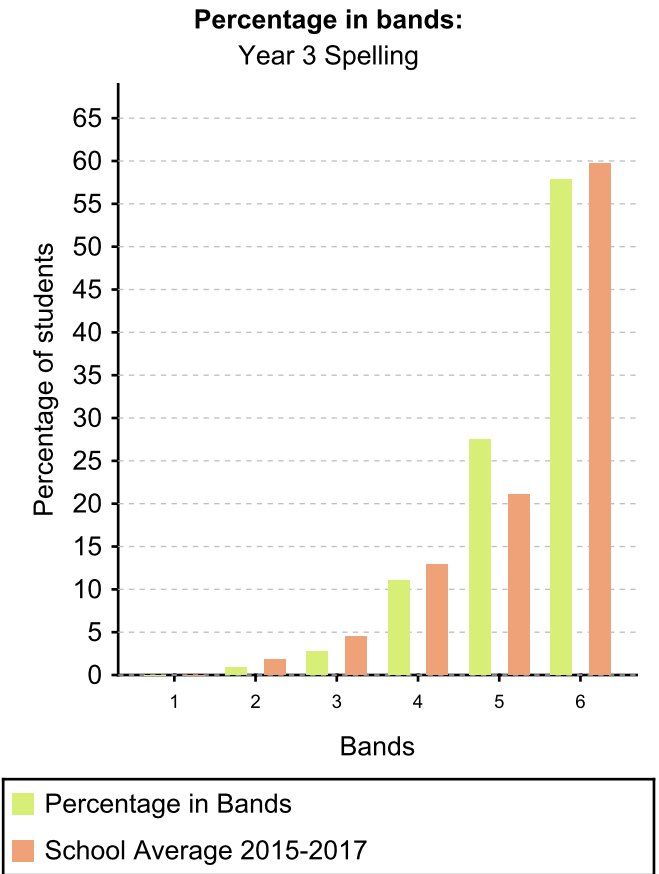
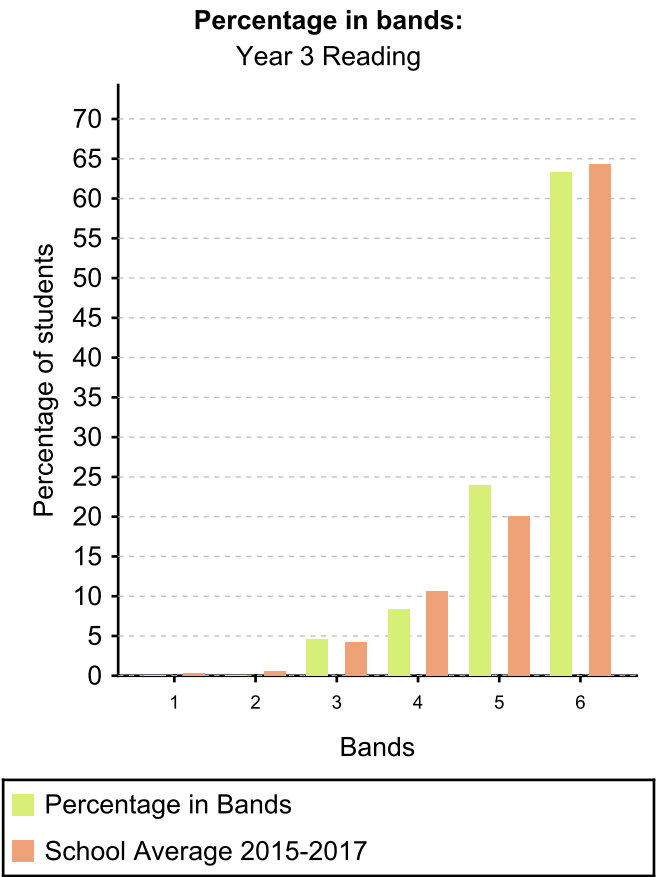
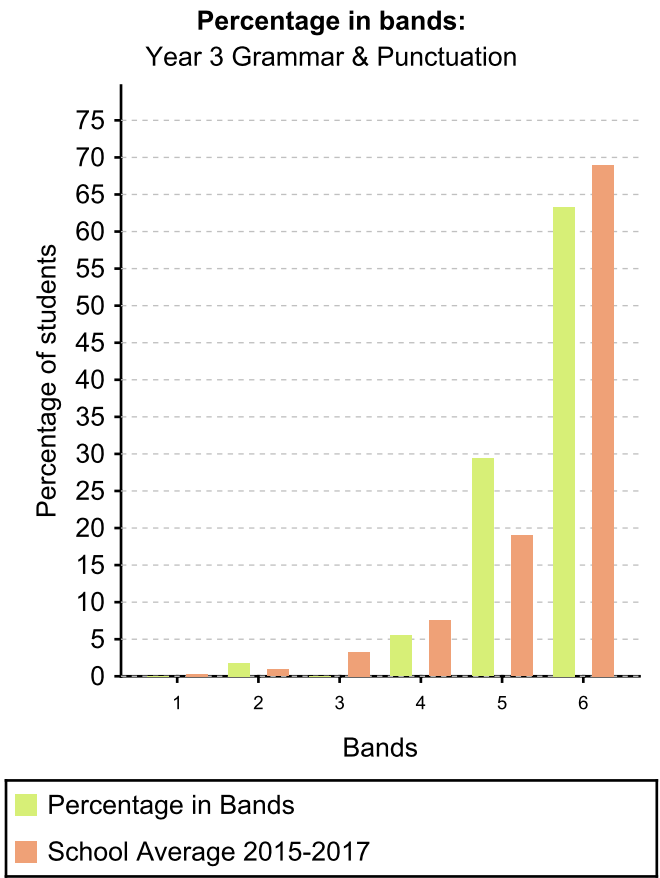
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

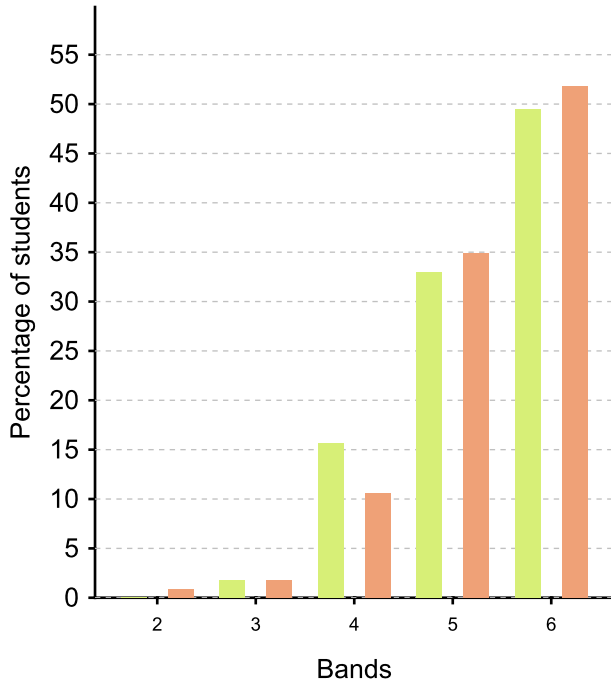
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

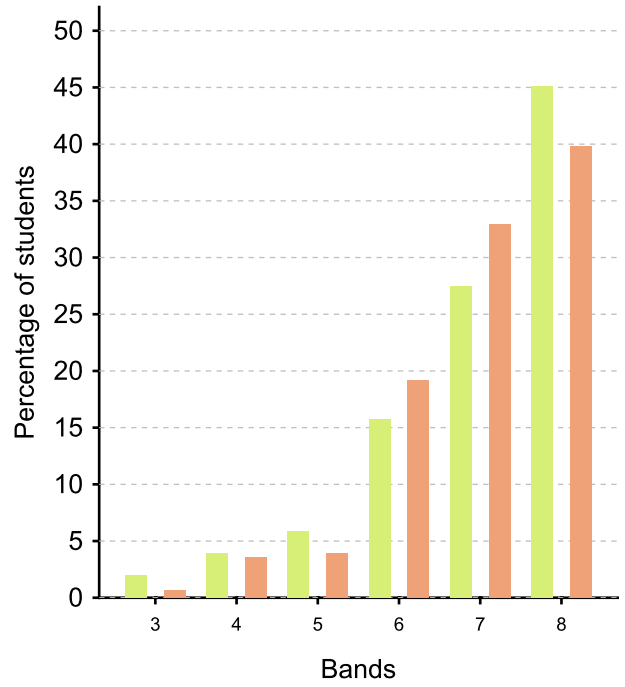




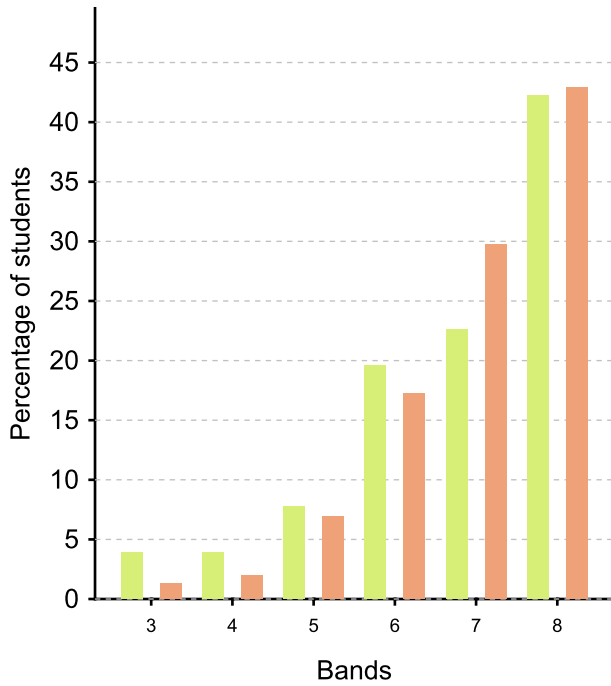
**Percentage in bands:**  
Year 3 Writing



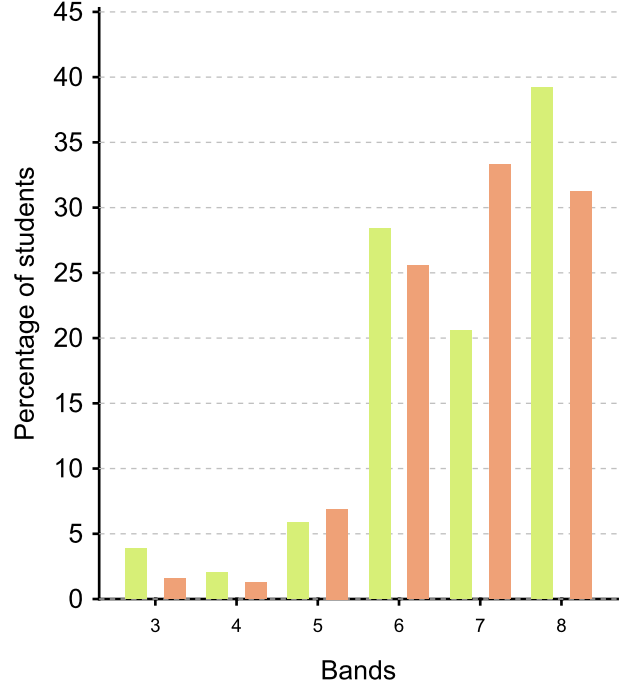
**Percentage in bands:**  
Year 5 Reading



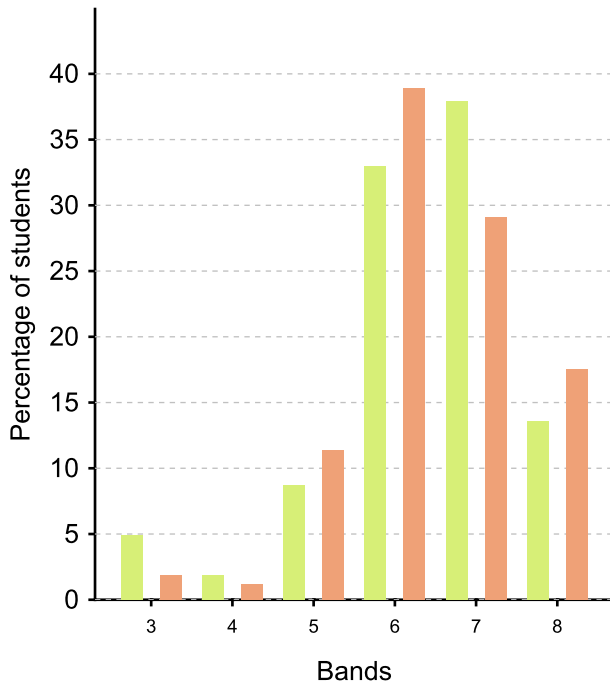
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

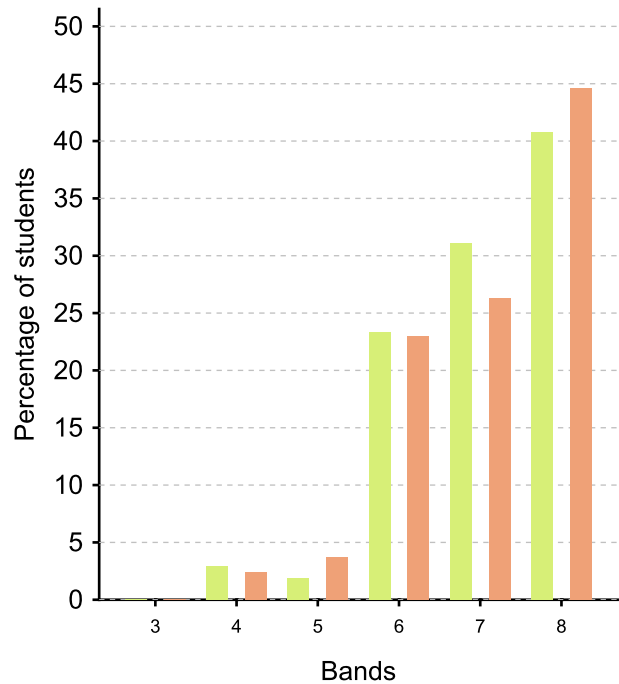


**Percentage in bands:**  
Year 5 Writing



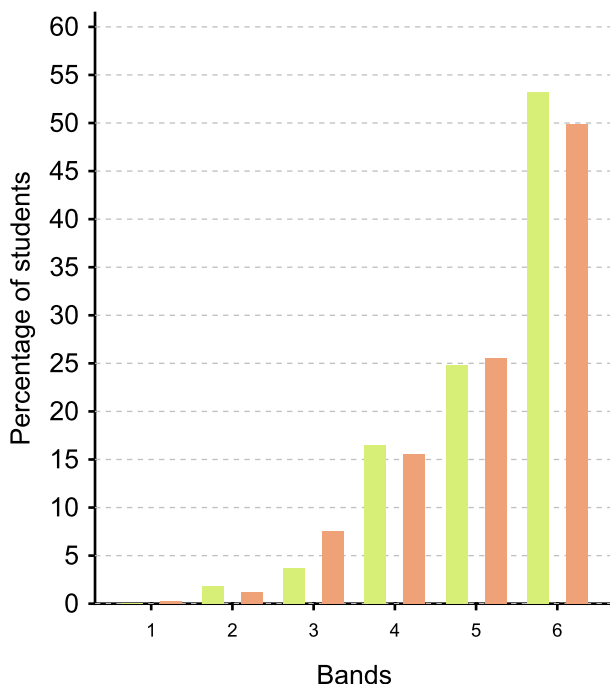
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

## Parent/caregiver, student, teacher satisfaction

This year the school took part in the Partners in Learning Survey, which is a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey results are based on data from 51 parents and 25 teachers in the school who participated in the survey between 31 Aug 2017 and 22 Sep 2017. The survey included seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

### Parent Survey

#### Parents Feel Welcome

I can easily speak with my child's teachers. 7.7

Teachers listen to concerns I have. 7.3

Written information from the school is in clear, plain language. 7.7

The school's administrative staff are helpful when I have a question or problem. 7.5

### **Parents are Informed**

Reports on my child's progress are written in terms I understand. 7.2

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.5

### **Parents Support Learning at Home**

Ask about any challenges your child might have at school. 5.5

Encourage your child to do well at school. 6.7

Praise your child for doing well at school. 6.2

### **School supports learning**

My child is encouraged to do his or her best work. 7.3

Teachers expect my child to work hard. 7.2

### **School Support Positive Behaviour**

Teachers expect my child to pay attention in class. 8.2

Teachers maintain control of their classes. 7.5

My child is clear about the rules for school behaviour. 8.7

### **School supports Child's Behaviour**

My child feels safe at school. 7.6

My child feels safe going to and from school. 8.0

### **Parents' Participation at School**

*Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?*

Zero 10% Once 33% Two or three times 40% More than three times 17%

*Since the beginning of the school year, how often have you attended meetings (e.g., parent-teacher meetings) or social functions at your school?*

Zero 0% Once 23% Two or three times 46% More than three times 30%

### **Teacher Survey**

#### **Leadership**

School leaders have provided guidance for monitoring student progress. 7.2

I work with school leaders to create a safe and orderly school environment. 8.4

### **Collaboration**

I talk with other teachers about strategies that increase student engagement. 8.3

I discuss my assessment strategies with other teachers. 8.4

I discuss learning problems of particular students with other teachers. 8.4

### **Learning Culture**

I monitor the progress of individual students. 8.9

I set high expectations for student learning. 9.2

### **Data Informs Practice**

My assessments help me understand where students are having difficulty. 8.7

I use results from formal assessment tasks to inform my lesson planning. 8.6

### **Teaching Strategies**

When I present a new concept I try to link it to previously mastered skills and knowledge. 9.4

I use two or more teaching strategies in most class periods. 8.8

### **Technology**

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 8.0

I help students use computers or other interactive technology to undertake research. 7.7

### **Inclusive School**

I strive to understand the learning needs of students with special learning needs. 8.7

I establish clear expectations for classroom behaviour. 9.4

### **Parent Involvement**

I am in regular contact with the parents of students with special learning needs. 7.8

Parents understand the expectations for students in my class. 8.4

I work with parents to help solve problems interfering with their child's progress. 8.7

### **Challenging and Visible Goals**

I establish clear expectations for classroom behaviour. 9.4

I set high expectations for student learning. 9.2

## Policy requirements

### Aboriginal education

In 2017 LEPS continued to build upon its strong indigenous education program. As part of a cultural exchange program, students in Year 6 took part in three visits to Menindee Central School, learning about the culture and history of the region and attending classes at the school. Students from Menindee Central School in turn visited LEPS and engaged with the school community and teaching and learning programs. In addition, student leaders attended the Mungo Youth Project (MYP) with leaders from other schools. The MYP is a 'research in schools' program that culminates in a three day conference hosted by the Traditional Elder communities within the Willandra Lakes Region World Heritage Area.

All teaching and learning program incorporate the Cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

In particular the new Geography Syllabus units K–6 developed resources that ensured cross-curriculum priorities were included.

### Multicultural and anti-racism education

Lindfield East Public School continues to celebrate its multiculturally harmonious community, with core values of inclusion, acceptance and tolerance being promoted in all activities.

The Community Language program (Mandarin) is provided 5 days a week and the EAL/D program has 5 days of permanent specialist teaching per week. All non Chinese speaking background students K–6 participated in weekly language and cultural Mandarin lessons delivered by a specialist Mandarin teacher. The Chinese Dance Troupe performed at school events and the Sydney Town Hall as part of the 'Chinese Language Spectacular'. Students from these groups also performed at Greenacre Public School's International Day.

Demonstrating our commitment to global awareness and intercultural understanding, a group of four teachers and nineteen students visited our Chinese Sister School, Chaoyang Demonstration School, in Beijing during the Spring break.

Anti-racism is explicitly promoted through school policy, Bounce Back lessons, personal development programs, assemblies and participation in the 'National Day of Action against Bullying and Violence'.